U.S. Department of Education

Washington, D.C. 20202-5335

**OFFICE OF SPECIAL EDUCATION PROGRAMS FY 2007 GRANT PERFORMANCE
REPORT FOR CONTINUATIONS
CFDA # 84.323A
PR/Award # H323A050006
Budget Period # 3
Report Type: Annual Performance**

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U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instructions.

[X] Annual Performance Report   [ ] Final Performance Report

General Information

1. PR/Award #: **H323A050006**
   (Block 5 of the Grant Award Notification.)

2. NCES ID #: 30
   (See Instructions.)

3. Project Title: Project STRIDE: Strengthening Teacher Retention, Instructional Design, and Evaluation
 (Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.)*: Montana Office of Public Instruction

5. Grantee Address *(See Instructions.):*   PO BOX 202501

City: HELENA   State: MT Zip:59620 Zip+4:2501

6. Project Director:

	First Name	Last Name	Title
	Tim	Harris	Project Director
	Phone #: (406)444-4429	Fax #: (406)444-3924	Email Address: THARRIS@MT.GOV

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 4/1/2007   To: 3/31/2008   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	**Non-Federal Funds (Match/Cost Share)**
a. Previous Budget Period	429,994.00	0.00
b. Current Reporting Period	503,784.00	0.00
c. Entire Project Period *(For Final Performance Reports only)*	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? [X] Yes
[] No

b. If yes, do you have an Indirect Cost Rate Agreement approved [X] Yes
by the Federal government? [] No

c. If yes, provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007   To: 6/30/2010
(mm/dd/yyyy)
Approving Federal agency: [X] ED   [] Other   *(Please Specify)*
Type of Rate (For Final Performance Reports Only): [] Provisional   [] Final   [] Other
(Please Specify)

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate
that :
[]   Is included in your approved Indirect Cost Rate Agreement?
[]   Complies with 34 CFR 76.564(c)(2)?

Human Subjects (*(See instructions.)*

10. Annual Certification of Institutional Review Board (IRB) Approval? [] Yes   [] No
[X] N/A

Performance Measures Status and Certification   **(** *(See instructions.)*

11. Performance Measures Status
a. Are complete data on performance measures for the current budget period included in the
Project Status Chart? [] Yes   [X] No
b. If no, when will the data be available and submitted to the Department? 9/30/2010
(mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and
correct and the report fully discloses all known weaknesses concerning the accuracy, reliability,
and completeness of the data.

Name of Authorized Representative: LINDA MCCULLOCH	Title: STATE SUPERINTENDENT
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : ED 524B Executive Summary
File : C:\Documents and Settings\cp8030\Desktop\ED524BExecSummary.doc

EXECUTIVE SUMMARY YEAR THREE

Montana's State Personnel Development Grant includes a set of focused and purposeful professional development activities implemented across a five-year period of time. All activities are focused on increasing student access to skilled teachers and educationally responsive classrooms as the means of improving academic outcomes. Toward that end, proposed objectives and associated activities focus on three major goals: (1) increasing access to the general education curriculum; (2) support to implement early intervening strategies; and (3) planned efforts that focus on the recruitment and retention of highly qualified teachers.

Professional development initiatives are established and have seen expansion during this grant year. The SPDG funds have continued to support coordinated professional development that aligns with ongoing training efforts through the school involved in Reading First. This ensures that students with disabilities benefit from successful school-based reading interventions.

The Response to Intervention (RtI) efforts in Montana include supporting four pilot school sites. All of the pilot schools have implemented reading programs that align with RtI, and are currently working on math alignment and implementation. In an effort to broaden available training for RtI, the Comprehensive System of Personnel Development (CSPD) regions have provided RtI training to schools and provided beginning implementation coaching.

Other projects that focus on access to the general education curriculum include the We Teach All initiative that provides training on differentiated instructional practices and co-teaching strategies. We Teach All is one of the vehicles through which the OPI is assisting teachers to increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students. With the additional demands that RtI places on a regular education teacher, schools are gaining a renewed interest in the best practices of differentiated instruction and how to apply it daily in the classroom. The We Teach All consultants and schools have been responding to this need.

Supporting recruitment and retention in Montana have included expanding the mentor training opportunities in the state. During this grant year, training of teacher mentor trainers from each region of the state occurred. Increasing the OPI's ability to provided best-practice instruction to teacher leaders on supporting new teachers in the classroom. Efforts to ensure preparation of personnel to work with children under Part C continued during this grant year.

All of the initiatives that are part of this project take a number of forms, using strategies that meet nationally recognized standards for high-quality professional development (NSDC, 2001). In addition, the initiatives are aligned with improvement strategies for six performance indicators in Montana's State Performance Plan. Further, they are aligned and coordinated with school improvement initiatives supported by Title I and Title II dollars. Finally, project activities evaluation is grounded in a Results and Performance Accountability evaluation model which will ensure that ongoing data collection and analysis will inform continuous improvement efforts, as well as outcome analyses.

Baseline data, targets, and performance data have been developed for most of the performance measures. The goals of the grant are:

Goal 1. Access to the General Education Curriculum. Students with disabilities will have increased access to the general education curriculum.

Goal 2. Early Intervening Services. To assist LEAs to implement coordinated early intervening services to support students at risk before they are referred to special education.

Goal 3. Teacher Training and Retention. Students with disabilities will receive instruction from well-prepared special educators who are skilled in core curriculum content.

Information regarding SPDG goal activities is enclosed.

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Project Status Chart

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

1 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Provide personnel with the knowledge and skills to meet the needs of, and improve the performance and achievement of, infants, toddlers, preschoolers, and children with disabilities.

1a. Performance Measure	Measure Type	Quantitative Data					
Percent of personnel receiving professional development through SPDG based on scientific- or evidence-based instructional practices.	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			370 / 948	39		2934 / 3817	77

1b. Performance Measure	Measure Type	Quantitative Data					
Percent of SPDG projects that have implemented personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan (SPP).	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4 / 4	100		4 / 4	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Reporting for this objective encompasses four specific initiatives: Response to Intervention (RtI), Mentoring, Reading First, and We Teach All. These projects are aligned with improvements strategies in the State Performance Plan for Indicators 1, 2, 3, 5, 9 and 10. Progress relative to each is highlighted.

The RtI Pilot Project is in the third year of implementation. Four sites throughout the state have received longitudinal, best-practices training and coaching on implementing the RtI model. Data collection and analyses are underway and will be fully disseminated during year four of the grant. To supplement these pilot efforts, the RtI portion of the OPI Web site went live in June of 2007. The RtI resources, presentation information and implementation information continue to get added to the site as they become available. This information is being developed and disseminated, based on the work in the four intensive pilot schools.

In addition, the five Comprehensive System of Personnel Development (CSPD) regions have used $25, 000 grants to provide RtI training on implementation to schools within their region that are not part of the grant. The regions utilized this money to train additional school teams about RtI and assist with implementation coaching. Based on the level of continued funding this activity will continue, but may need to be scaled back from its current level.

The annual Teacher Mentor Institute has been sponsored in part with SPDG dollars. The focus of the institute is developing quality teacher mentor skills, and providing instruction on developing a teacher mentor program in a local school or district utilizing models that have been effective within other Montana districts. The institute focuses on providing consultation, collaboration and coaching skills to potential mentors so that they can work with new teachers in a variety of ways. In addition, we have expanded mentor training through the Teacher Mentor Trainer Institute. This train-the-trainer approach is intended to lead to the availability of teacher mentor trainers throughout the state who can educate districts interested in learning more about mentoring or working on implementing a program in their district. Twenty-seven trainers attended the first institute. We will be hosting a second institute this summer, along with a refresher institute for last year's participants.

We Teach All is one of the vehicles through which the OPI is assisting teachers to increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students. After expanding throughout the state in previous years, we have identified and supported a "high implementing" site at the high school level, and other trainers from the elementary levels. These teams have provided professional development at other schools and statewide conferences, and developed materials for dissemination in an effort to expand the use of differentiated instruction in Montana schools.

The SPDG provides funding for one full-time reading specialist. Montana Reading First has two Cohorts of schools. Cohort 1 consists of 20 schools; these schools will be completing their fifth year of Reading First at the end of the 2007-2008 school year. The SPDG funding has been used to provide support for these schools through leadership meetings. In addition,

a Frequently Asked Questions document with regard to Reading First and Special Education has been developed. Cohort 2 consists of 13 schools that will be completing their third year of Reading First at the end of the 2007-2008 school year. The SPDG funding has been provided to help support these schools all three years. Special education personnel have collaborated with Reading First to deliver leadership training, on-site training, as well as a special education strand at the four-day summer reading institute to guide and support teachers to use scientifically based research strategies for use with students with disabilities. Evaluation data for the Reading First initiative are gathered through a contract with Northwest Regional Educational Laboratories.

The full-time reading specialist has also provided professional development for educators throughout four of the five CSPD regions in the five big ideas of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These activities include training on evidence-based practices of assessment, providing targeted instruction, interventions, and student's engagement.

We adjusted the measurement for this indicator to account for the variety of activities being conducted as part of the SPDG. Previously, the denominator included only schools identified as RtI pilot schools, Reading First cohort schools, and WTA schools. However, with the amount of regional training conducted by the CSPD Regions, it is difficult to isolate the schools participating in the SPDG activities. Therefore, school personnel FTE statewide, which is considerably higher than the number used last year, was used as the denominator to calculate the percentage reported for this indicator. Instructional/Administrative personnel include teachers, paraprofessionals, superintendents, and principals. The figure used represents the final FTE for the 2006-2007 school year from the Annual Data Collection.

Indicator 1a: This indicator is measured by the number of school instructional/administrative personnel participating in training activities sponsored by the SPDG in the current grant cycle divided by the number of instructional/administrative personnel employed in the state by FTE.

Indicator 1b: The indicator is measured by the number of SPDG projects aligned with improvement strategies in the State Performance Plan divided by the number of SPDG projects funded by the grant.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

7 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To develop guidance documents for LEAs that want to implement early intervening strategies.

7a. Performance Measure	Measure Type	Quantitative Data					
Percent of districts receiving material that find it useful and clear.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
This objective is not scheduled for implementation during the current project year. Guidance documents will be developed when additional data have been gathered and analyzed for the RtI pilot projects that are currently underway.

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9 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To provide an array of other professional development activities for LEAs seeking to implement early intervening services.

9a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percent of districts utilizing training materials/activities in order to implement early intervening services.	PROJ		330 / 439	75		219 / 439	50

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Scaling-up efforts for early intervening strategies include: model demonstration efforts with the four RtI pilot sites, RtI implementation training for schools and districts in each CSPD region, and training that will lead to the development of a cadre of RtI coaches to provide follow-up implementation consulting services to schools developing their RtI practices. Two hundred nineteen schools have participated in RtI training activities. To supplement these pilot efforts, the RtI portion of the OPI Web site went live in June of 2007. RtI resources, presentation information and implementation information continue to get added to the site as they become available. Additional resources include an RtI Framework for Montana now in the final stages of development and set for distribution in the fall of 2008.

The data source for this Indicator is based on the CSPD RtI regional trainings and the SPDG-sponsored RtI pilot schools.

Indicator 9a: The indicator is measured by the number of districts utilizing training materials divided by the number of districts in the state.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

10 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.
To facilitate and support schools to provide mentor programs for new special education teachers.

10a. Performance Measure	Measure Type	Quantitative Data					
Percent of districts adopting mentor programs.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			66 / 439	15		58 / 439	13

Explanation of Progress (Include Qualitative Data and Data Collection Information)
During this grant year, the sixth annual mentor institute was conducted and was partially funded by SPDG grant money in collaboration with the OPI Accreditation Division, Title I Part A, and Title II Part A. Individuals and school teams learned teacher mentor skills and heard from other districts about how their mentor programs were started and sustained, prior to having team time to plan their local mentor programs.

In addition, SPDG dollars fully supported a statewide train-the-trainer mentor institute. Twenty-seven personnel from all regions throughout the state were trained; some of these schools were Title I Schools in Improvement. These trainers are now available to orient new districts to best practices in teacher mentor programs, and provide ongoing training of mentor skills to schools and districts throughout the state.

Indicator 10a: The indicator is measured by the number of districts adopting mentor programs divided by the number of districts in the state. Last year, there were 51 districts adopting mentoring programs with 7 additional districts added this year.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

8 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To refine and replicate the RtI pilot project to encompass additional LEAs.

8a. Performance Measure	Measure Type	Quantitative Data					
Number of additional schools involved in expansion efforts in subsequent years.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			220 / 439	50		133 / 439	30

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The original four RtI pilot schools are completing their second full year of implementation. Initial data information from the pilot schools has been received and will be analyzed during the next grant year and performance targets established.

The schools have worked closely with the contractor in developing next steps and ensuring that the RtI implementation for all tiers was sound. Specific work has been done on refining RtI forms for each site, team problem solving, and providing the latest research in math instruction and assessment. Each pilot site is at a different place in implementing RtI. One is currently focused on refining reading instruction and data-based decision making. Two other sites have implemented systems for reading instruction and are focusing on integrating behavior and math instruction.

All five CSPD regions have used SPDG funds to provide expanded RtI training on implementation to schools within their region that are not part of the pilot project schools. The regions worked with their specific implementation levels and organized RtI trainings in the areas of: creating effective teams, data-based decision making, problem-solving systems and individual students, school-based assignments and special education eligibility. In addition, trainings were separately given

for elementary schools, middle/high schools, and school psychologists.

The OPI has begun training RtI coaches for schools as a strategy to scale up this initiative. The initial 2-day training had 36 participants, from which a pool of RtI coaches will be chosen. The coaches will receive an additional four days of trainings and then will be assigned to specific schools to assist with the development and implementation of RtI at that school.

Initial data information from the pilot schools has been received and will be analyzed during the next grant year and performance targets established.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

11 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To develop professional development options that enable special educators to meet established criteria to become highly qualified in core curriculum content areas.

11a. Performance Measure	Measure Type	Quantitative Data					
Percent of special education teachers in Montana meeting highly qualified standards.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			900 / 920	98

Explanation of Progress (Include Qualitative Data and Data Collection Information)
A public elementary or secondary school special education teacher meets Montana's federally approved definition of a "Highly Qualified Teacher" if the teacher holds an active Montana license as a special education teacher or is participating in the Montana Special Education Teacher Endorsement Project. The general requirements apply to all special education teachers, including teachers providing consultation and collaborative services, those teaching core academic subjects to state standards, and those teaching alternate achievement standards to students with significant cognitive disabilities. Montana teacher education programs continue to require that all prospective special education teachers hold degrees in general education prior to receiving the teacher endorsement as a special education teacher.

The data is for the 2006-2007 school year and the source for this indicator is from Montana?s IDEA-Part B Section 618 data reported on Table 2 ?Personnel Employed To Provide Special Education and Related Services For Children with Disabilities,? reported June 30, 2007.

Indicator 11a: The indicator is measured by the number of special education teachers (FTE) meeting highly qualified standards divided by the number of special education teachers (FTE) employed in the state.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

2 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Improve the quality of professional development available to meet the needs of personnel serving children with disabilities.

2a. Performance Measure	Measure Type	Quantitative Data					
Percent of professional development activities provided through the SPDG based on scientific- or evidence-based instructional/behavioral practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 75	100		87 / 87	100

2b. Performance Measure	Measure Type	Quantitative Data					
Percent of professional development/training sustained through on-going and comprehensive practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			50 / 60	83		66 / 87	76

Explanation of Progress (Include Qualitative Data and Data Collection Information)
All training activities sponsored through the SPDG are based on scientific- or evidence-based instructional/behavioral practices, these include: RtI, Reading Effectiveness, We Teach All, and Mentor Training.

RTI Initiatives: RtI training to the pilot schools and the expanded training done through the CSPD regions have assisted 215 schools to implement and expand RtI at a local level. Scientific or evidence-based instructional practices are the focus of all of these training days. The RtI Coaches Training that began during this grant year will provide ongoing and sustained training for districts as RtI is implemented in each school.

Reading First Initiative: This grant year, the SPDG dollars continued to support the collaboration with the Montana Reading First Project. Thirty-three schools, drawn from each region of the state, have received ongoing professional development in intervention strategies for reading, connecting special educators with their Reading First cohorts. Special education technical assistance personnel have collaborated with Reading First to support these schools by providing leadership training, on-site training, as well as a special education strand at the four- day summer reading institute to guide and support teachers to use scientifically based research strategies for use with students with disabilities.

We Teach All Initiative: We Teach All trainers have continued to provide in-depth training to districts who request this form of support. Most professional development efforts have focused on assisting teachers to differentiate their units and lesson plans. With the additional demands that RtI places on a regular education teacher, schools are gaining a renewed interest in the best practices of differentiated instruction and how to apply it daily in the classroom. The We Teach All trainers have been addressing that need.

Mentor Initiative: This grant year the teacher mentor trainers have provided ongoing instruction to 16 schools/districts. During the next grant year the second teacher mentor trainer institute will expand the number of trainers available.

Indicator 2a: The indicator is measured by the number of SPDG training activities based on scientific or evidence-based instructional/behavioral practices conducted for the current grant cycle divided by the number of SPDG training activities conducted during the current grant cycle.

Indicator 2b: The indicator is measured by the number of professional development/trainings sustained through ongoing and comprehensive practices divided by the number of SPDG training activities conducted for the current grant cycle.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

3 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.
Implement strategies that are effective in meeting the requirements described in section 612(a)(14) of IDEA to take measurable steps to recruit, hire, train, and retain highly qualified personnel in areas of greatest need to provide special education and related services.

3a. Performance Measure	Measure Type	Quantitative Data					
In States with SPDG projects that have special education teacher retention as a goal, the Statewide percentage of highly qualified special education teachers in the State-identified professional disciplines.	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Special education teacher retention is not a goal within the approved workscope of this grant.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

4 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To provide schools with multiple avenues of support through which teachers increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students.

4a. Performance Measure	Measure Type	Quantitative Data					
In schools involved in the We Teach All initiative, the percentage of students who spend 80% or more of the school day in general education classrooms.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4856 / 9712	50		4256 / 9213	46

4b. Performance Measure	Measure Type	Quantitative Data					
Percentage of students with disabilities who score in the proficient range on statewide assessment in schools involved in the We Teach All Intiative.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2914 / 9712	30		3582 / 10414	34

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The We Teach All initiative provides professional development and support to schools implementing differentiated instruction.

We Teach All trainers have continued to provide school-based training at district request. Personnel from "high implementing schools" function as mentors to other schools, recruiting other schools to adopt differentiated instruction practices and co-teaching strategies, with moderate success. With the additional demands that RtI places on a regular education teacher, schools are gaining a renewed interest in the best practices of differentiated instruction and how to apply it daily in the classroom. The We Teach All trainers have been responding to this need.

The data reflects a decrease in the percent of students with disabilities receiving special education and related services for 80 percent or more of the school day in schools involved in the We Teach All initiative. However, this decrease is consistent with the statewide trend reported in the February 1, 2008, submission of Montana?s Annual Performance Report. At the time of the development of Montana?s State Performance Plan, it was expected that this downward trend would continue for several years until such time as the applied intervention strategies begin to have an effect. Another interpretation might be that the interventions are supporting those students with disabilities who are already in the general education class, but are not "robust" enough to result in increasing the numbers of students with disabilities remaining in the general education classroom for greater portions of the day.

As we continue to provide support and guidance to schools involved in the We Teach All initiative, we would expect the percentage of students with disabilities receiving special education and related services for 80 percent or more of the school day to increase.

Performance measures established for this objective encompass time in general education to access the general education curriculum, and achievement on assessments aligned to this curriculum. Data is for the 2006-2007 school year. Calculations were made as follows:

Indicator 4a: The indicator is measured using the number of students with disabilities receiving special education and related services for 80 percent or more of the school day divided by the number of students with disabilities attending schools involved in the We Teach All initiative.

Indicator 4b: The indicator is measured using the number of students with disabilities who score in the proficient range on Montana?s Criterion-Referenced assessment (CRT) divided by the number of students with disabilities attending schools involved in the We Teach All initiative.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

5 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To provide more effective and intensive reading interventions for students with disabilities.

5a. Performance Measure	Measure Type	Quantitative Data					
Percent of students with disabilites receiving SBRR instruction.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			441 / 5180	9		441 / 5180	9

5b. Performance Measure	Measure Type	Quantitative Data					
Percent of students with disabilites in Reading Frist schools demonstrating gains in reading skills.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			172 / 341	50

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The SPDG provides funding for one full-time reading specialist. Montana Reading First has two Cohorts of schools. Cohort 1 consists of 20 schools, completing their fifth year of Reading First at the end of the 2007-2008 school year. The SPDG funding has been used to provide some guidance for these schools through leadership meetings. A Frequently Asked Questions document with regard to Reading First and Special Education guidance document has also been developed and

disseminated. Cohort 2 consists of 13 schools, will be completing their third year of Reading First at the end of the 2007-2008 school year. The SPDG funding has been provided to help support these schools all three years. Special education personnel have collaborated with Reading First to provide leadership training, on-site training, as well as a special education strand at the four-day summer reading institute to guide and support teachers to use scientifically based research strategies for use with students with disabilities. Evaluation data for the Reading First initiative are gathered through a contract with Northwest Regional Educational Laboratory.

The data source for Indicator 5a is the ?Montana Reading First Interim Evaluation Report? by Northwest Regional Educational Laboratory published February 2007. There are 24 school districts participating in the Reading First initiative. This is baseline data.

Indicator 5a: The indicator is measured by the number of students with disabilities receiving SBRR instruction in Reading First schools divided by the number of students receiving SBRR instruction in Reading First schools.

Indicator 5b: The indicator is measured by the number of students with disabilities, grades K-3, in Reading First schools who demonstrated gains in reading skills divided by the number of students with disabilities, K-3, in Reading First schools.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

12 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To develop the preparation of highly qualified personnel to work with children in Montana served under Part C.

12a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percent of university courses sponsored by SPDG that incorporate training on evidence-based instructional practices.	PROJ		/			3 / 3	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Throughout the 2007-2008 academic year, the Early Intervention training at the University of Montana consisted of two classes in the fall: Program Planning and Data-Based Decision Making. The instructional personnel has been jointly funded by SPDG dollars and Montana's Department of Health and Human Services.

The Program Planning class prepares students to develop appropriate and effective goals on Individual Family Service Plans (IFSP). All developmental domains are addressed. Included in the instructions are proper development of goals, sensitivity to cultural differences, a more thorough understanding of various disabilities, and strategies to work with infants needing care. In the Data-Based Decision-Making class, students learned behavioral intervention and data collection strategies, including reinforcement, shaping, chaining, fading, punishment, token economies, stimulus control, graphing, baseline, evaluation, and functional analysis. Both courses are based on the Division of Early Childhood's professional guidelines about research-based practices. Students learn how to identify IFSP goals focused on functional skills and initiate behavioral support plans within naturalistic settings.

In the spring semester, four students enrolled in the practicum. All four are working in the western region of Montana.

Indicator 12a: The indicator is measured by the number of university courses sponsored by the SPDG that incorporate training on evidence-based instructional practices divided by the number of university courses sponsored by the SPDG.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A050006**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

6 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To Pilot and systematically evaluate training and technical assistance activities with a small number of districts to determine the necessary components for a support model for rural districts to implement an effective RtI model.

6a. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
Percent of personnel in pilot schools receiving training on RtI practices.	PROJ	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 94	85		75 / 75	100

6b. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
Percent of students participating in early intervening services prior to a referral to special education.	PROJ	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The first and second year of the grant focused on delivering all of the required training on RtI to the four pilot schools. This grant year, the consultant worked with each site in refining the implementation of RtI and training new staff on the basics of the RtI process. Some of these areas include: using case examples and working as a team through the school's RtI process

strengthening and clarifying any areas of weakness; refining forms; team problem solving; and sharing the latest research in math instruction and assessment.

Highlights of implementation and training at each pilot site include:
- Implementing ?walk to read? model for instructional matching of students to teachers within same grade level;
- Assisting the principals in conducting useful classroom "walk-thru's;"
- Identifying additional reading interventions, and ensuring the fidelity of implementation;
- Screening and benchmarking in math;
- Identifying math interventions and assessments;
- Distributing RtI responsibilities amongst the school personnel and refining communication;
- Creating data records that lead to accountability;
- Reviewing behavior strategies and applying these to the RtI model; and
- Developing a parent handout on how to assist children in math.

Indicator 6a: The indicator is measured by the number of instructional/administrative personnel in school-based teams in the pilot schools divided by the number of instructional/administrative personnel employed in the pilot schools.

Indicator 6b: Data for Early Intervening Services is not being collected through the OPI.

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SECTION B - Budget Information   (See Instructions. Use as many pages as necessary.)

Title : Budget 524B Section BC
File : C:\Documents and Settings\cp8030\Desktop\Budget 524B SectionBC.doc

SECTION C - Additional Information   (See Instructions. Use as many pages as necessary.)

Title : Other Information 524B Section BC
File : C:\Documents and Settings\cp8030\Desktop\Other Information 524B SectionBC.doc

Budget expenditures from the grant to date total $503,784. The grant was fully staffed during this grant year.

All project initiatives are currently running underway, with some in the initial phase of implementation. The grant activities are designed to maximize the resources committed to them, and other source of support have been used to share the cost of activities across entities (e.g. sharing cost of early intervention pre-service initiative with Montana's Department of Public Health and Human Services). As implementation initiatives such as the RtI – scaling up, and Teacher Mentor Training continue to expand and integrate into more schools, grant funds will be expended at a faster rate. These initiatives were designed as multi-year projects that build sustainable outcomes. As such, the rate of expenditures of funds over the life of the grant has and will continue to vary in order to reflect facilitate the phase-in and systematic expansion of efforts within for each grant activity.

SECTION C - Additional Information *(See Instructions. Use as many pages as necessary.)*

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